

<p>Carolyn Edwards PRINCIPAL</p> <p>_____</p> <p>SIGNED</p> <p>_____</p> <p>DATE</p>	<p>Diane Griffin SCHOOL COUNCIL CHAIRPERSON</p> <p>_____</p> <p>SIGNED</p> <p>_____</p> <p>DATE School Council Chairperson signs indicating that the Annual Performance Report has been endorsed by School Council.</p>	<p>Marion Guppy A/DIRECTOR SCHOOL PERFORMANCE</p> <p>_____</p> <p>SIGNED</p> <p>_____</p> <p>DATE</p>
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School Overview

Our School: Henbury School is a purpose built Special Needs Comprehensive High School, located in Darwin for students 12–18 years with a mild to severe intellectual disability. Classrooms are multi level according to how students access the curriculum and compatibility with peers. Henbury Campus consists of an Administrative Block, 9 classrooms, indoor hall, kitchen and small library, a hydro therapy pool, as well as a house in an adjoining street where programs are offered in a real life setting. There are 5 Outreach Classrooms; 2 at Dripstone Middle School, 1 at Sanderson Middle School, Casuarina Secondary College and Darwin High School, in which students are taught in classrooms staffed by Henbury staff. Students in Outreach Classes participate in their own specialised programs and some programs of their mainstream school. Henbury's Op Shop, 'Opportunity Knocks' is the 6th Outreach classroom; where students are provided with a wide variety of real work experiences and a place to develop social and work skills in a safe environment.

Our Students: To attend Henbury School, students need to meet enrolment criteria that consist of an IQ less than 70 and meet criteria in areas of the Adaptive Behaviour Scale. In 2011, we began the year with 78 students and finished the year with 76 students.

Students are not segregated on the basis of year levels. Students are grouped on ability levels, learning needs and compatibility with peers. In the Middle Years we had 42 students and in the Senior Years we had 34 students. 24 were female and 52 males. 23 students were Indigenous.

Our Staff: Henbury School has 16 Classroom Teachers and 16 Special Education Support Officers AO3 (SESOs). Based on a Primary School non contract model, we also have 2 non contact teachers. Teaching staff are supported by a Principal, Assistant Principal, 2 ST1, 1 AO2 and 1 AO5. Working in a .5 capacity, we have an AIEW (Aboriginal Islander Education Worker), a Maintenance Officer, a Health Promoting School Nurse and a School Counsellor. There is 1 Indigenous staff member. A multi disciplinary Therapy Team, including CDT and outside agencies support our staff. A live in caretaker also adds significantly to the running of our school. The school has an Outside School Hours Care (OSHC) and a Vacation Program which has a fulltime coordinator, a 2IC and approximately 10 casual staff. The Op Shop has a fulltime manager.

Our Community: The School Community includes our students, families and carers, staff and School Council, as well as a wide array of community representatives that provide vocation, sporting, recreation, specialist services, further education opportunities and potential employees and post school options.

Principal's Report

The school was recognised in various ways in 2011. Aminah Djumadi won the Darwin Region and Northern Territory Support Worker of the Year at the Excellence of Teaching Awards. Henbury School was shortlisted as one of 23 national finalists in the 2011 Flame Awards. Henbury School was Highly Commended at the NT Landcare Awards for our native bush tucker garden. Henbury School won the Youth Business Award for the Henbury Gardening Crew which works in the community as a student run nonprofit business.

We continue with our strategy to accommodate increasing enrolments by consulting and working with Principals from Casuarina Secondary College, Dripstone Middle School, Darwin High School and Sanderson Middle School with the establishment of 5 Outreach Classes at these schools and with NTDET to potentially expand Henbury Campus in the near future.

Henbury's motto is 'Preparing Students for Future Lifestyles'. In 2011 the main focus for the school was working on developing how to analysis data collected on students achievements to inform classroom programs. The other major focus was on developing Transition and Pathways Guidelines and developing the staged implementation of Henbury WorkReady Program.

Summary of 2011 AOP Improvement Goals.

Teaching & Learning: Data collected on Tracking Sheet, developing a database to enable greater in-depth analysis of data collected and how this can influence programs and improve student's outcomes. Trialled five iPads for communication/interactive programs. Developed Sensory Room programs and implemented programs in Sensory Room. Started the process of refining a whole school approach to Numeracy and Literacy.

Student Wellbeing & Engagement: By 2011 the school will have an average attendance rate of 90% for all students. By the end of 2011 the school's average attendance was 87%, 2010 was 88.6%.

Organisational Health & Learning: School meetings restructured with a greater emphasis on Professional Development aligned with AOP. We were aiming for 80% of staff are active members of a professional learning community within Henbury or externally. There was a variation of 232 courses (PD) that were in participated in from 2010 to 2011.

Student Pathways & Training: Henbury School's, Opportunity Shop, Opportunity Knocks was supporting employment of a work trainer and front of house and was used as a work site and classroom. Guidelines for Transition and Pathways were developed. Henbury WorkReady Program successfully implemented the Retail and Horticulture components.

Community Engagement: Henbury to have at least one Major and Minor Community event every term, exceeded this goal. Term 1-Expo of Service Providers for Students with Disabilities, Swimming Carnival and End of Term Assembly. Term 2- Twilight Sports Carnival, School Camp, Making Music Being Well and End of Term Assembly. Term 3- Participated in Disability Awareness Week, Happiness and Wellbeing Market, Family Night and End of Term Assembly. Term 4-Marrara Craft Fair, Henbury Corporate Luncheon, Memorial Assembly and Presentation Assembly. Web page was updated. Newsletter emailed to parent and community partners.

Financial Health: Continue to work on securing finances for the future to support programs for improving student outcomes.

Carolyn Edwards

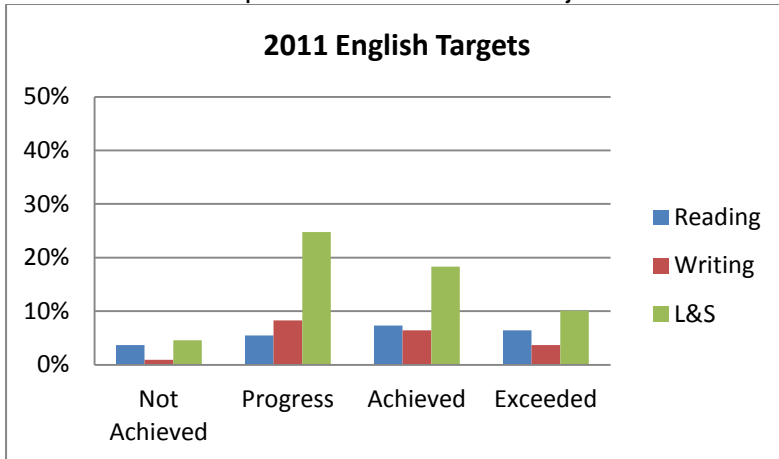
Teaching and Learning

In 2011 no Year 7 and Year 9 students undertook NAPLAN.

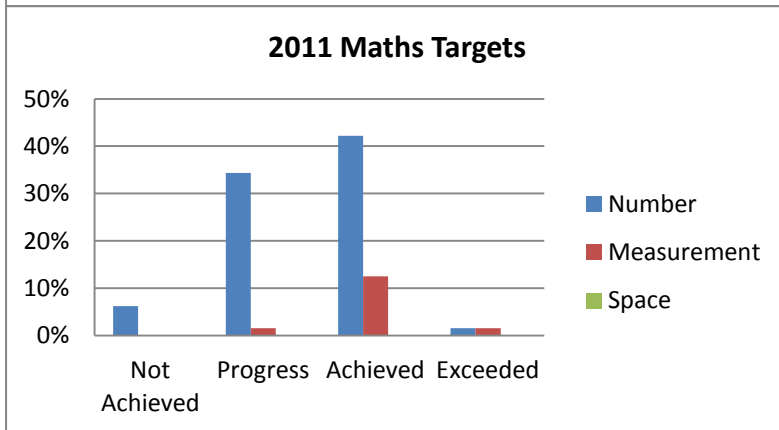
Vocational Education Training in Schools. The following Certificate Courses were completed:

- two Certificate 1 Retail
- one Certificate 11 in Retail
- two Certificate 1 Kitchen Operations
- one Certificate 1 Automotive
- two students commenced a Certificate 11 in Conservation and Land Care Management.

Four students completed some NTCET subjects. One student received a NTCET.



Across three Strands of English, 10% of students did not achieve their targets, 39% of students made progress, 31% of students achieved their targets and 20% of students exceeded their targets.



Across the two strands of Maths, 6% of students did not achieve their targets, 36% of students made progress, 55% of students achieved their target and 4% exceeded their targets.

This is the first year that we have analysed data for English and Maths.

Outreach Classrooms

Thirty four students were involved in the Outreach Programs at Dripstone Middle, Sanderson Middle, Casuarina Secondary College and Darwin High School. Of the thirty four students who are in an Outreach Class, twenty five of these students undertook an online class/es in the mainstream school.

Targets for 2012

- Implementing English and Maths from the Australian Curriculum
- Using iPads as an ICT tool within classroom programs
- Developing and trialling Human Growth Development Program for all students.

Student Wellbeing and Engagement

Enrolment and attendance: The average school enrolment was 77 students and the attendance was 87%. There was a decrease of 1.6%, compared to 2010. For Indigenous students the enrolment was 24 with an average attendance of 77.8%. There was a decrease 3.8%. We had three students whose high absenteeism due to living away from Darwin and parental disengagement. During 2011, 18% of absent periods were unnotified. This was an improvement compared to 2010 of 2%. During 2011 the student cohort was 18% notified as sick and 20% sanctioned by caregiver/parent. Students at Henbury have more appointments with specialists, therapists which often account for sanctioned by carer/parent.

Retention Rates

In 2011 the school had an average enrolment of 77 in Term 1 and 76 in Term 4. The school had a student turnover of 22%. The school had an increase of 50% of students enrolling.

Strategies to Address Retention:

Specific programs and support mechanisms to promote and develop wellbeing and engagement across the school include:

- School Counsellor
- Camp at Base Camp Wallaroo
- DUKES
- Behaviour Management Policy that reflects Tribes, Choice Theory and Restorative Justice
- Enterprise Education Program-Gardening Crew, cards, car washing, painting
- Alternative Education
- Outreach Program
- Possible Mainstream Workshop Classes
- Woman's and Men's Business
- High Support Programs
- Total Recreation Sport
- Certificate Courses
- VETiS
- Music Programs-Band, drumming, guitar
- Daily communication process (books or email) between home and school
- Clontarf at Middle and Senior Outreaches
- Work Training
- Community Garden, The Patch

Classroom programs reflect students T/EAP Long Term Goals and Annual Targets. Classrooms structure is based according to students needs. Curriculum and pedagogy practices deliver high levels of rigour and student engagement.

Targets for 2012

- All students to have access to modified/alternative programs.
- To embed the school's values to the culture of the school.

Student Pathways and Transitions

7, 2010 Graduands Status in 2011

1 student working supported by Project Employment

4 students attending Post School Options at Life Without Barriers

2 students, unsure

Henbury WorkReady Program

Covers four sectors: Retail, Horticulture, Hospitality and Trade. Students will have a taste in each sector then have the option to revisit and focus within the last year. This will take four years to implement in stages.

In 2010 we implemented the Retail Sector using Henbury's Op Shop as a work training site. In 2011 we consolidated this with students using the Op Shop to complete their Practical Competencies for Certificate 1 and 11 in Retail. We commenced conversations with Chambers of Commerce to be the RTO for a Certificate 1 Retail for 2012.

In 2011 we commenced the organisation of the Horticulture Sector. This was done through the following activities. The school operated a Henbury Gardening Crew and was awarded a Youth Business Award, with connections with Paradise Nursery and Botanical Gardens. One of our CSC students also won The Youth Business Encouragement Award for running his own gardening business. The school re-established the school fence line with natives and edible bush tucker through which Henbury School was awarded a Highly Commended at the NT Landcare Awards. The school also used the community garden, The Patch as another work site.

School House, Stepping Stones

Stepping Stones program did operate during the year due to staff shortage. School House was used by on Campus classes during the day.

Leaving Age

Not all students leave Henbury in the year that they turn 18. The school has developed a process; through Transition Educational Adjustment Plans, to negotiate the leaving age for students at Henbury School. Some students may be 19 years old and leave following 13 years of schooling.

Work Training: Work training programs continue to be a major strategy in preparing students for future lifestyles. In 2011, 60% of students undertook work training. Students have worked at various work training locations i.e. Opportunity Knocks, Kmart, Royal Darwin Hospital-Laundry, Age and Disability, Life Without Barriers, Paradise Nursery, Red Cross Australia, Crocodylus Park and Zoo, The Patch, Airport Resort Inn, Recycle Shop, Opportunity Knocks, Dripstone Childcare Centre, CDT and Bunnings.

Targets for 2012

- Increase the number of students engaged in Work Training Placement and/or VETiS.
- MOU with Chamber of Commerce (RTO) for Certificate I Retail.

Organisational Health and Learning

Teachers meet with team leaders according to needs basis on a fortnightly basis to share pedagogy, develop and refine programs and build professional relationships. All staff meet fortnightly to undertake internally organised PD, work collaboratively on Strategic Planning, design and reflect upon whole school programs and plan future directions. School meetings were restructured with a greater emphasis on Professional Development aligned with AOP. The two Professional Development days were the 2011 Special Education Forum and developing the 2012-2015 Strategic Improvement Plan.

There was a variation of 232 courses (PD) that were in participated in from 2010 to 2011.

Staff Retention

Classification Group	Starting Staff - Week 7 Term 4, 2010	Retained Staff - Week 4 Term 1, 2011	Retention Rate
Administration Officer	18	16	88.9%
Executive Contract Principal	1	1	100.0%
Physical	1	1	100.0%
Professional	1	1	100.0%
Senior Teacher	3	3	100.0%
Teacher	17	15	88.2%
Total	41	37	90.2%

Staff Qualifications: Attachment B specifies teacher and SESO qualifications.

Performance Management: All staff undertook this process in Term 2. The Principal undertook their Performance Review in May.

Occupational Health and Safety

During the school year there were 46 'Incident and Injury' forms submitted to DET from staff at Henbury School. 22 were student and 24 were staff.

Professional Development

This was delivered by

- inhouse 'specialists'
- corporate staff
- outside providers.

PD occurred after hours, during school terms, Pupil Free Days and/or standown periods. PD was approved if staff could link the activity to either the school's SIP/AOP with their own Performance Management Plan.

Professional Development

Course Name	2010	2011
Career Development Activities	0	3
Induction And Orientation	1	0
Occupational Health And Safety Courses	2	61
Relevant Conferences	2	0
Technical and/or Professional Training	66	239

Total	71	303
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**Leadership
Targets for 2012**

- To have a meaningful and effective Performance Management process.

Community Engagement

Henbury's focus in 2011 was to raise the profile of our students, programs, staff, and our school in general and to have more families engaged in school life. Henbury did this through community events, Yearbook, Henbury Corporate Luncheon, School Op Shop, Work Training, Excellence of Teaching Awards, participating in Disability Awareness Week, Christmas Craft Fair, promoted the Sensory Room on TV on the Around Palmerston segment and Channel 9 News.

Figure 1: Overall Satisfaction all Respondents (2011 Perception Survey)

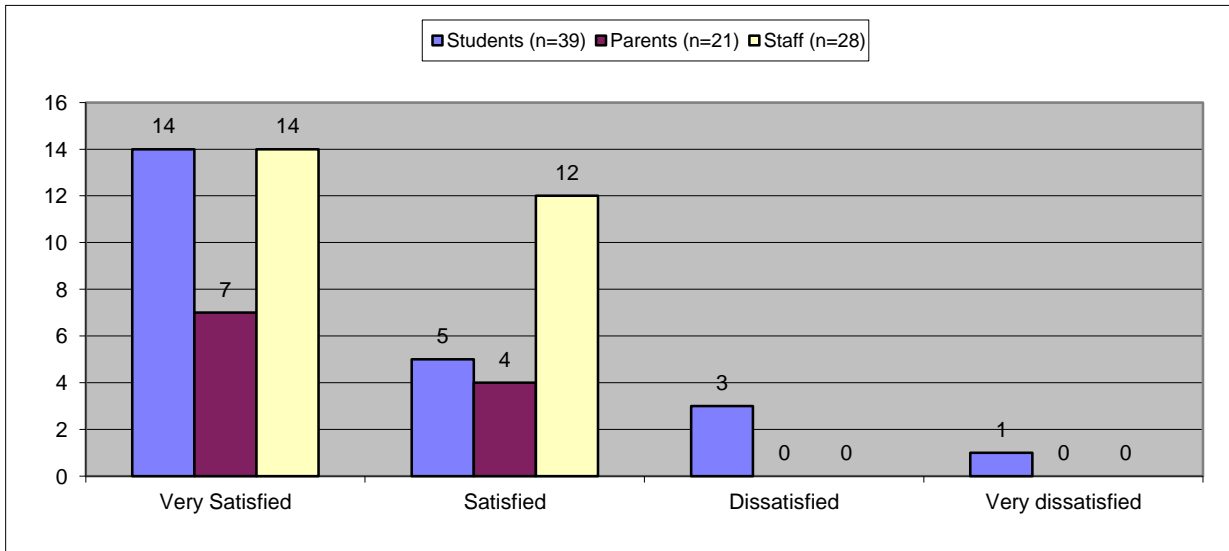
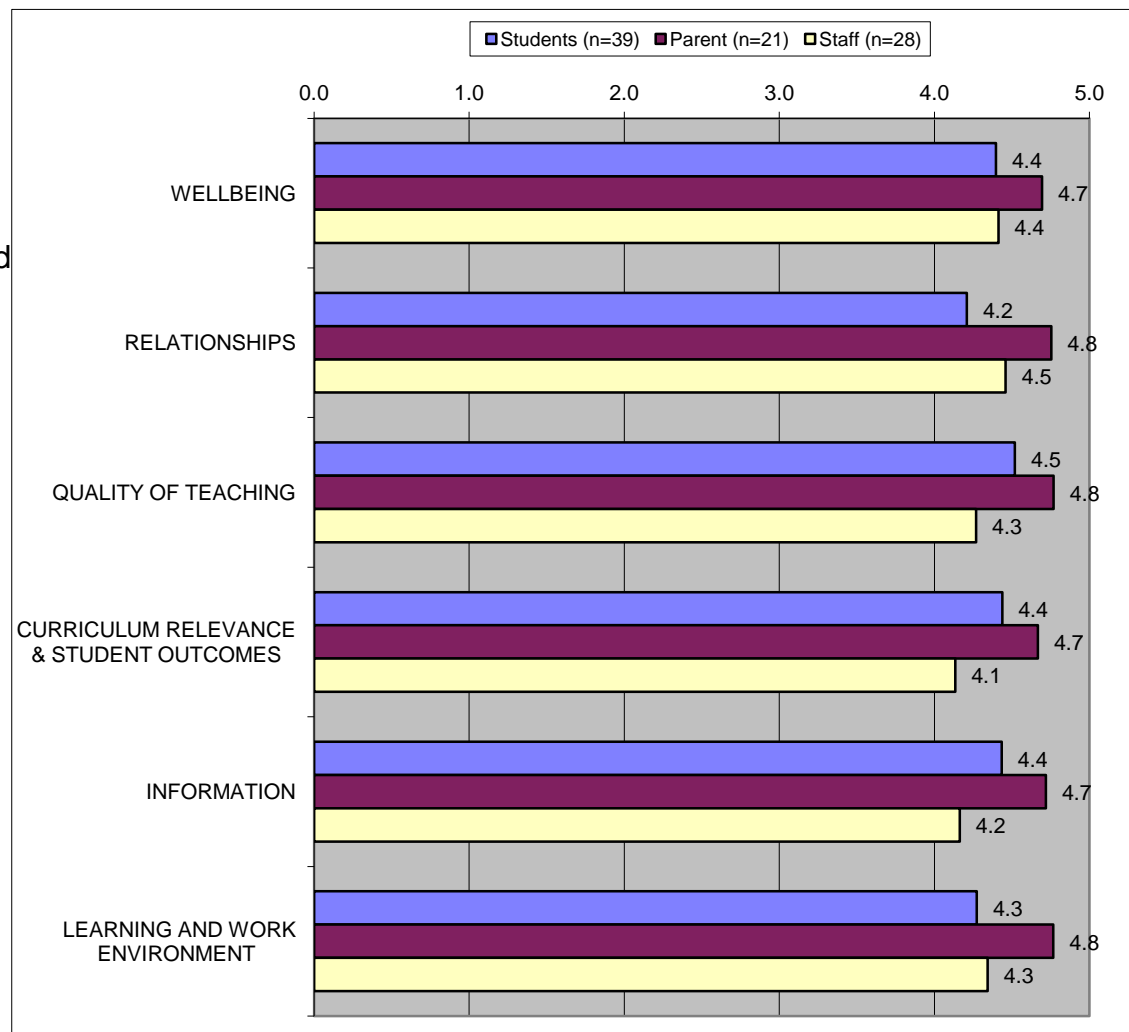


Figure 2
Perceptions of Broad Areas –Key Stakeholders



Targets for 2012

- At least one Major and Minor Community event every term

Term 1-Expo of Service Providers for Students with Disabilities and, Youth Week Activity-Leisure Expo, Swimming Carnival and End of Term Assembly

Term 2- Twilight Sports Carnival, School Camp, Making Music Being Well and End of Term Assembly

Term 3- Participate in Disability Awareness Week as presenter, Happiness and Wellbeing Market, Family Night-Performance and End of Term Assembly

Term 4 – Marrara Craft Fair, Henbury Corporate Luncheon, Presentation Assembly, Nominate staff/school for Excellence in Teaching Awards, Smart Schools and National Disability Awards

Partnerships

Targets for 2012

- Collaborate and formalise the partnership with Chamber of Commerce as they deliver a Certificate 1 Retail
- Formalise Horticulture Work Training Partnerships

Financial Health

Henbury School complied in meeting all its financial obligations for 2011.

The school applied to various Philanthropic sponsors and businesses to fund programs that will support the 2011 Annual Operational Plan. The school received two grants this year, an Enterprise Education Grant worth \$1800 for the Gardening Henbury Crew program and a Coles Junior Landcare Grant worth \$2130 for a Bush Tucker Garden. Bunnings have donated time and expertise of Bunnings workers, donation of plants and advice with planting native trees.

Works

BER: These works were completed in July 2011. The official opening was December 2011.

Henbury School also received \$2M from the Northern Territory Government to upgrade facilities and infrastructure. Initial planning meetings took place with DET Infrastructure in Term 4 2011.

Henbury Corporate Luncheon

The Henbury Corporate Luncheon was on Friday 2 December. The amount raised from the Corporate Luncheon was \$45 000. Money raised will go towards purchasing iPads and supporting the implementation of iPads within school programs.

Variety NT presented Henbury School with the keys to a new \$68 000 Sunshine Bus.

Opportunity Knocks

The Op Shop is used as a work training location for students and as an extra classroom. The Op Shop is rent/lease free courtesy of Mr Jimmy Lay. At the end of 2011 the Education Minister gave approval to School Council to lease new premises for the Op Shop. Opportunity Knocks will be located at Aralia St Shops, in Nightcliff for the next three years.